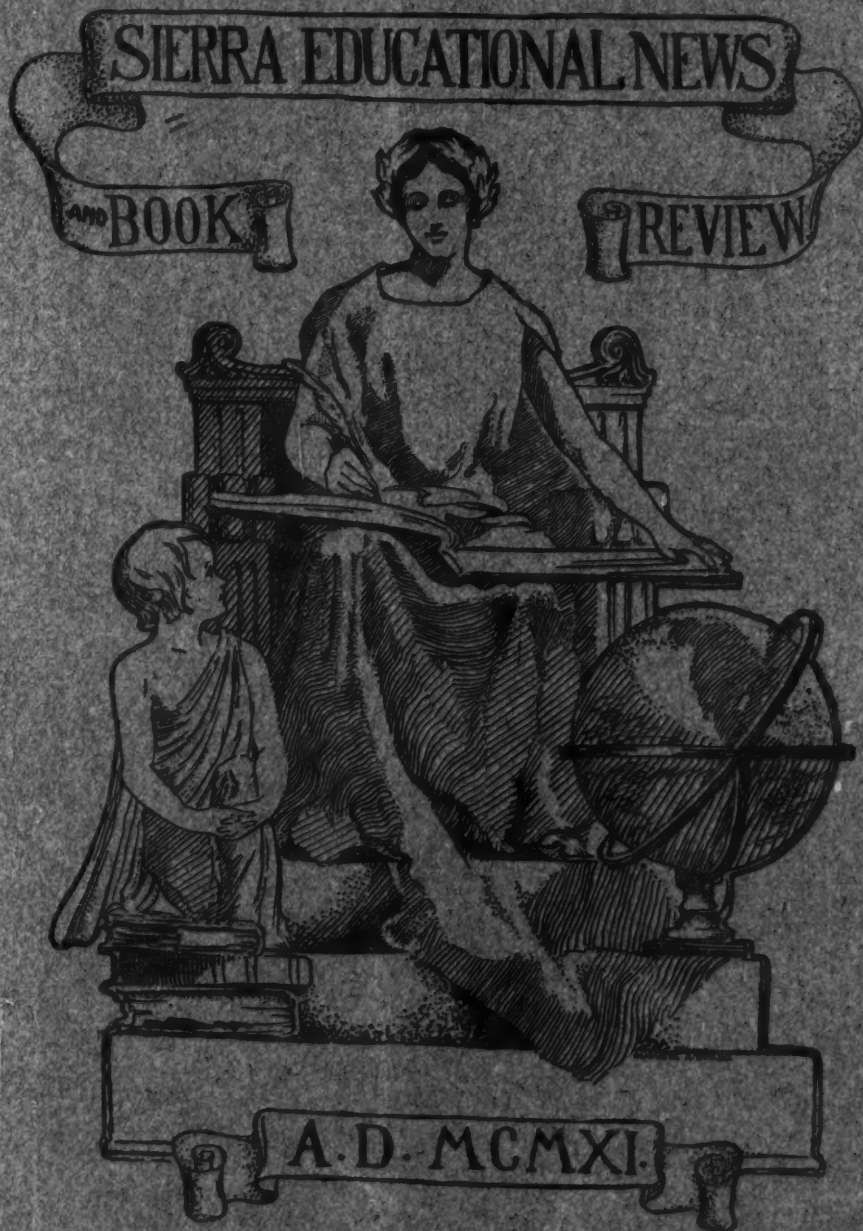


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## MY WORK

Let me but do my work from day to day,  
In field or forest, at the desk or loom,  
In the roaring market-place or tranquil room;  
Let me but find it in my heart to say,  
When vagrant wishes beckon me astray:  
"This is my work; my blessing, not my doom;  
Of all who live, I am the one by whom  
This work can best be done in the right way"  
Then shall I see it not too great, nor small,  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the labouring hours,  
And cheerful turn, when the long shadows fall  
At eventide, to play and love and rest  
Because I know for me my work is best.

—HENRY VAN DYKE.

# SIERRA EDUCATIONAL NEWS

## AND BOOK REVIEW

Vol. VII.

JANUARY, 1911

No. 1

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## Editorial Comment

L. E. ARMSTRONG

### NEW YEAR'S GREETING

Facing the new year with confidence and pleasure, we give all our readers good morrow! The successes of the past year justify the expectation that the coming year will be one of useful activity. The year 1910 witnessed a big step forward in the development of a spirit of cheerful co-operation among the teachers of California. This forward step was registered in the organization of the California Council of Education at Fresno in March. With commendable energy, this body of representative school men and women has taken intelligent hold of several educational problems of state-wide importance. It is safe to say that the Council has solved the basic problem of securing a greater California Teachers' Association. With the approval of the Central California Teachers' Association next March, the new incorporation covering the entire State will take effect on the first day of October.

Thus we have reason to face the new year with lively anticipation of good things educationally. With a genuine union firmly established, we may confidently expect the gradual mastery of all educational problems requiring state-wide co-operation. It is the highest ambition of the SIERRA EDUCATIONAL NEWS to assist in the good work, to advance the interests of its owners—the teachers of California. May we all have a good year together!

### THREE LEGISLATIVE PROPOSALS

One of the principal purposes of the formation of the California Council of Education was the securing of concerted action on desirable educational legislation. At the meeting of the Council in San Francisco on October first, a number of legislative proposals were discussed and referred to the several associations. Of these proposals three were approved by vote of the associations, viz.: the retirement salaries bill, the industrial education bill, and the better tenure bill. (All three were discussed editorially in the October (1910) number of the NEWS.) In compliance with this expressed will of the teachers of California, the retirement salaries bill has been introduced in the Senate; the industrial educational bill at this writing is being shaped for inclusion in the Code; the better tenure bill will soon be drafted and introduced.

---

### THE PRESENT OUTLOOK

While the editor is not a prophet, nor the son of a prophet, he ventures the belief after two trips to Sacramento that the industrial education and better tenure bills will surely be enacted into law. There may be some changes in the form but the substance of both bills will probably stand. Great interest is being shown in the industrial education bill both inside and outside the legislature. This bill strikes a popular chord because it meets a genuine long-felt need. With the earnest work now going on in its behalf, there would seem to be little doubt of a successful outcome. As the better tenure bill carries no appropriation, it is highly probable that it will pass. It is so manifestly fair that no serious objection to it will hold.

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### THE TIME TO RALLY

Let us say frankly that our real fight will be over the retirement salaries bill. We do not say this to discourage anybody, but to wake everybody up. Owing to Constitutional amendment number one, which changes the entire basis for State revenues, all bills carrying appropriations are scanned very carefully. The simple truth is that no one knows how much money will be raised under the new plan, and in consequence the legislature and the governor are disposed to go slow. Nevertheless, the situation in regard to the retirement salaries bill is far

from discouraging. Prompt united action may easily save the day. We are now up to the test of our convictions and of making our practice square with our theory. If the reader is convinced that the retirement salaries bill is just to the teacher and economical to the State, she will write letters to her assemblyman and senator urging them to stand for the bill. (It is known as Senate Bill, No. 111—Introduced by Senator Boynton.) She will also urge her friends and acquaintances to do the same. A little later on Dr. Lange will address a joint meeting of the Senate and Assembly committees on education in behalf of the bill. But each teacher must do her part in persuading the legislature of the justice and the *intensity* of our desires. Heaven helps those who help themselves.

---

#### OUR TWO GREAT MEETINGS

For several years the California Teachers' Association has held its meeting the week following the big meeting in Los Angeles. This arrangement has permitted the securing of good speakers from the East to address both meetings. We believe that the meetings in December at Los Angeles and Berkeley compared favorably with those of former years. Dr. Geo. F. James of the University of Minnesota brought to the teachers of California a message of high idealism and genuine inspiration. It remained for Supt. James M. Greenwood of Kansas City, the senior city superintendent of the United States, to bring home practical truths with genial humor and hard-headed wisdom. President Benj. Ide Wheeler's address of welcome to the visiting teachers at Berkeley was a masterpiece of true courtesy couched in the felicitous phrase of which the president of the University of California is so pre-eminently a master. Chester H. Rowell's address was rugged, forceful, stimulating. The Fresno editor always has something to say worth saying. He always leaves the audience something to think about—the distinguishing mark of a good address.

---

#### MUSICAL TREATS

Each of the great meetings afforded an opportunity of hearing first-class music. For several years the Southern California Teachers' Association has given a fine concert in connection with the meeting. For this year's musical treat the officers secured Emilio de Gogorza



and Mrs. Katharine Fiske, assisted by the Los Angeles Symphony Orchestra of ninety pieces. It was truly a delightful afternoon for all in attendance.

Following the example of their friends in the South, the officers of the C. T. A. secured for an evening concert Mme. Gerville-Reache, the great French contralto, assisted by a full symphony orchestra. The large attendance amply justified the financial risk. We believe in these fine concerts. Teachers gain from them a cultural influence hard to estimate. We trust that good concerts may be made integral parts of our great educational meetings. Why not? Man shall not live by bread alone.

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#### INSTITUTES FOR TRUSTEES

Assemblyman W. F. Chandler of Fresno has introduced a bill directing each county superintendent to hold an annual one-day meeting of the school trustees of the county. The bill makes it the duty of trustees to attend these annual meetings, and provides for the payment of the necessary traveling expenses of those in attendance.

We believe that this bill leads in the right direction. The welfare of more than three hundred thousand children and the expenditure of twelve million dollars rest in the hands of our school trustees. For many years there has been a growing consciousness of this vital relation of the trustees to the schools. There is now a clear recognition of the necessity of bringing to the trustees all possible assistance in the performance of their duty. Many progressive superintendents have devoted a session or two of their annual institutes to the problems of trustees. While some good results have been secured in this way, the plan has not worked satisfactorily on the whole. In the first place the county superintendent is usually so engrossed with the details of the regular institute work that he can not give to the meeting of the trustees the time and attention it needs to make it a success. In the second place, experience has shown that it is extremely difficult to get trustees to attend teachers' institutes or meetings held in connection with them.

Here we reach the strength of the Chandler bill. It proposes separate meetings for trustees. Under this plan the county superintendent could devote his entire time and energy to the business in hand. Each meeting would be a trustees' meeting pure and simple; and it would

be the duty of trustees to attend, just as it is now the duty of teachers to attend institute. It seems clear that these meetings of trustees could be made extremely valuable. Problems of construction of school buildings, heating, ventilation, sanitation, supplies, business methods of administration, selection of teachers, etc., could be introduced by experts who could guide the subsequent discussions. A free interchange of opinions would stimulate intelligent interest in school problems and would bring many valuable suggestions to the front. A little leaven would leaven the whole lump. These meetings would enable trustees to go back to their districts to make improvements in the schools under their charge and to lead their communities toward a firmer understanding and a deeper appreciation of educational needs. We believe that the expense incident to the carrying out of the plan would be money well spent.

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#### A PLAN FOR RE-ORGANIZATION

The most remarkable feature of California education during the last ten years has been the development of high schools. Ten years ago there were few high schools outside the cities. To-day they are found in every country of the State save three. The aim has been to bring home to every boy and girl in California the opportunity for a high school education as well as for the traditional elementary course. In large measure this aim has been realized. We seem to have reached the time when our people are willing to concede high school training as an integral part of common school education.

During this extremely rapid growth of our high schools, our legislation governing them has necessarily been of piecemeal character. We have to-day county high schools and district high schools. To both classes the State gives annually fifteen dollars for each pupil—one-fifth the average cost of his instruction. The balance of the necessary funds is raised by local taxation. In those counties which have district high schools as well as a county high, the property lying in these districts is exempted from taxation for the maintenance of the county high school. But if bonds were issued by the county for securing a site and erecting a building, the taxes to meet these bonds must be levied upon all the property in the county. Thus the man living in the small high school

districts pays handsomely for his own school and also contributes to the original equipment if not to the present maintenance of the county high school. This is manifestly an injustice.

Does not this situation demand that we determine a fixed unit of administration for our high schools? Should they not all be either district schools or county schools?

Another question may point the way for determining this fixed unit of administration. Why should a man in a large populous district be required to pay only a six-cent tax for the privilege of high school education for his children, while his brother living in a smaller, weaker district pays twenty-five cents for the same privilege? Is it not plain that the time has come to place all high schools upon the solid rock of state and county support by making them all county schools just as all grammar schools are county schools, and by having a uniform county rate for high schools as we have for grammar schools? The glory and boast of California education has been the assurance by the State that the remotest rural district shall have its elementary school. Can we do better than to place our high schools, now conceded an integral part of common education, on this historic basis?

We realize that objections will immediately be urged. We believe that they can all be met. However, we shall have to build the machinery with great care. We shall probably need in addition to local boards, as at present, the creation of a county educational board of equalization composed of laymen, with the county superintendent as secretary. By enforcing consolidation, this board could prevent a multiplicity of weak high school districts. By adjusting courses in the different high schools to meet the dominant vocational needs of their several communities, this board could render a great service. If a tendency should develop to unduly increase expenses because of the new basis, the leaving of a small portion of the necessary funds to be raised by the district would forthwith correct any incipient selfishness. It goes without saying that sites, buildings, and improvements should be entirely at the expense of the district, as at present.

Is not this proposed step clearly in line with the historical development of our school system? We have long recognized the grammar schools and the university as proper charges upon the State. Are we not ready to fill in the gap?

## RELIGIOUS AND MORAL TRAINING IN THE PUBLIC SCHOOLS

DR. GEO. F. JAMES

University of Minnesota

NEVER in the history of Western culture has the problem of religious and moral education been so important, so difficult, or so complex as it is to-day. In the early centuries the church controlled the work of education, making religious instruction the first element in the curriculum and basing a moral discipline upon it. To-day the wave of secularism has swept the church out of the schools and put them in charge of the state. For clericals it has substituted laymen as teachers, and for the old principle of other-worldliness it has established the practical training of child and youth for the civic duties immediately ahead. Just a few weeks ago we were reading with interest of the revolution in Portugal, and I take it that every teacher saw in that turmoil the prospective elimination of the ecclesiastical orders from the education of the kingdom. What happens to-day in Portugal may be repeated to-morrow in Spain with a similar sweeping reduction of the influence of the church, and particularly of the orders, in the social, political, economic, and educational life of the community. These are amazing changes to come in the Iberian Peninsula, traditionally most faithful to Mother Church. The Modernism of Italy is duplicating the phenomenon in an effort to restrict the Papacy most rigidly within what it defines as the religious field. Perhaps in all Latin Europe we may find presently as radical a change as that which put religious teachers out of even the private schools of France and made the very word religion foreign to all school experience in that republic. The secular wave is sweeping over not merely Catholic but Protestant lands as well. In Lutheran Germany the intelligence of the best trained teaching force known to our times is protesting, not against religion or religious education, but against the teaching of theological dogmas in the schools supported by the state; and presently the catechism, if not the testament and the hymns of Luther, may after four hundred years be taken from the daily program.

In this country we have gone almost to the limit of secularism in public education. With the admitted lessening of church influence in the rising generation and the practical surrender of religious training within the family, our situation must give every thoughtful mind pause

and reason for alarm. On the face of it, if our boys and girls are to have a religious element in their culture, it must be instilled and encouraged, at least in part, by the teacher of the public schools. Yet with us, four difficulties impede the slightest step in this direction. We have, first of all, the conflict between the religious and the secularist views of life. And we need not be surprised that in this age, dominantly scientific, the secularist view has made itself most strongly felt, and secularism would tacitly if not actively oppose any organized attempt outside the church to support the religious attitude among the young. A second difficulty, far more potent, lies in our sectarian rivalry, which would seem to make impossible any general agreement on fundamentals of religious training of which parents of all or no denominations might approve. In the third place, we have, in our desire to separate definitely the church from the state, passed a great deal of mixed legislation, landing us in the peculiar situation now noted in Illinois. The supreme court of that state, on petition from a certain obscure community, ruled the use of the Bible and of religious songs illegal in any form and to any degree in any part of the system of public instruction. The conclusion seems to have been reached by this line of argument: the constitution of Illinois prohibits the appropriation of money to sectarian schools; the court maintained that there can be no such thing as religious instruction that is not sectarian and that there can be no institution with religious teaching that is not a sectarian school. Logically enough, on the premises given, the court decided that the Bible should not be read publicly within the school, and a timid inquiry brought out the recommendation that the Bible should preferably not be in the school library lest it should be read.

The situation is anomalous, for certainly it does not represent the general sentiment of the people of that state. Indeed some one has pointed out rather shrewdly that the ruling of the court shutting out the Bible from the schools makes it a sectarian institution, and that as the constitution prohibits godly schools it must equally prohibit godless schools, and therefore the establishment of schools of any kind. The last and by far the greatest difficulty is our unfortunate identification of education with instruction in our general thinking and our consequent confusion of religious education with dogmatic teaching.



With the other difficulties mentioned the teacher has primarily no direct concern. The religious view may conquer the secularist interpretation in the general thought of our people with no direct participation by us; indeed, proofs are not lacking of a radical change in public sentiment in this particular. The rivalry of the sects will be fought out within the churches themselves, and presently we may find it giving place to a greater unity of thought and feeling such as has suggested recently the institution of a general church council and conference for all Christian organizations. As intimated recently in this country, the legal confusion resulting from our hasty and ill-advised legislation can be corrected at the demand of public sentiment by our law-making bodies. The one present problem for the teacher is to differentiate in his own thought instruction and education, and to conceive religious education in such a way that he may do his part within the profession in bringing the schools to the fulfillment of their true responsibility for moral and religious training.

A familiar text, oft quoted to us in our youth, which we in turn are apt to quote to our children and our pupils, may serve as a starting point in this discussion. You will find it among the proverbs of the Old Testament, and it comes to us with the authority of great David's greater son: "Train up a child in the way he should go, and when he is old he will not depart from it." We find in our Holy Scriptures many statements which it is difficult to accept, and just as the disciples once remarked of a teaching of the blessed Lord, "This is an hard saying; who can hear it?" so of the verse just quoted we have frequently noted the difficulty. The statement seems clearly to fall short of a sound generalization, in view of the many exceptions on every hand. Thousands of boys grow up with no more than occasional shortcomings, seem, indeed, to walk in the way they should go, and then, reaching the age of comparative independence when the control of earlier years is released, suddenly disintegrate, manifest an inherent weakness of purpose, and show forth unsuspected tendencies of wayward living. Confronted with such cases, we appeal to the principle of heredity, and seek, but mostly seek in vain, an explanation of so sudden a decline. The parents we find of good stock, the home influences wholesome and uplifting; yet on the first occasion the boy turns to evil paths. For years he has done the things he should, but now he suddenly turns

from them. The phenomenon is striking and deserves analysis; the problem is vital and demands solution. The parallel of this apparent fallacy in moral training we may find in some of our experiences in the intellectual development of the young.

In our system of public instruction, schools were through years evolved which in excellence of text, equipment, and methods of teaching promised most admirable results. In these schools thousands of pupils were swept along as in a mighty stream, making each year apparently satisfactory progress, but in the end we found too often that though they had read much that was good, they had no taste for good reading; though they had learned many facts, they had not infrequently little thirst for more; though they had studied much, they had no lasting habits of industry and reflection. Intellectually they had done the things they should, but the outcome was disappointing. Face to face with this situation, the psychologist analyzed and the teacher discussed and experimented, and together they found an explanation, simple enough, but revolutionary to our practice: that it is not the thing done, but the way of doing that conditions growth. We learned to conceive the child as essentially a living force, functioning on the basis of instincts and native interests; so that the boy was never really doing, and therefore growing, except when he was occupied with something which vitally concerned him and was trying to accomplish his own purpose in his own way. We learned that we might come to awaken the latent interest by the right environment, to elevate his purpose by fostering or checking his various instincts, to direct his energy toward desirable and feasible results; but that not much more than this could the wisest teacher hope to achieve. So sturdy was the life principle within him, *his life*, that after years of apparent agreement with our aims and standards, on the first chance he threw off our checks and went his own way; or if our discipline had, unfortunately, been too successful, and years of docility atrophied his energies, he stood revealed presently as fiberless, vague in thought, lacking initiative, force and purpose. With this hint we took up a careful examination of our pupils, and we found, yes, and we can find to-day, that hundreds and thousands within the schools are losing and not gaining in force of character, in industry, and in power and desire to work, because the ends set up before them, the materials and the methods employed, fall far short of real motivation. The problem was partly

solved when as teachers we decided to aim for our pupils, not at information but at formation, valuing knowledge only as it led to power, not checking curiosity, but directing it, not thwarting impulse, but guiding it, not compelling the external form, but subtly inciting inner true activity. In coming to this conclusion we hit the real sentiment of Solomon and recast his difficult statement to bring out its true meaning. Where we had read: "Train up a child to do the things he should, and when he is old he will continue to do them," we now read: "Train up a child to be the things he should, and when he is old he will not depart from them." This solution of the fallacy in intellectual discipline is equally true of the problem of moral culture. Train up a boy morally to do the things he should because he wills, and when he is old he will continue to do them.

Some one has called attention to the imperceptible rate of human progress, and at the same time proved that it is faster than we dream, by pointing out that although no man sees much change within his life, the memory of eight successive lives of not unusual length would span the marvelous advance scored between the days of the great Elizabeth and our own. The recognition of functional exercise as the condition of growth marks a radical revolution in teaching which we may fairly claim as the effective gift of the present generation, destined to produce far greater results than we have dreamed. The application of this principle to moral development comes in the new definition of character as *rational* habit of conduct. We all have heard of the child who, on being asked her name, gravely responded in good faith that it was "Don't, Mary." That simple phrase is illuminative of a conception which fortunately is passing away, for we have learned that, though by reward or punishment, entreaty or compulsion, the child may be brought to do the things he should, it is only when he does them by inner preference and from deliberation that he is really in the way he should go.

---

Varsity Wit

Hotel Clerk—I found that "Not to Be Used Except in Case of Fire" placard those college boys stole out of the corridor.

Manager—Where?

Clerk—They'd nailed it up over the coalbin.—*Lippincott's*.

## SOME PRINCIPLES OF INDUSTRIAL EDUCATION

ROBERT H. LANE

Principal Macy Trade School, Los Angeles

THE next ten years will see a great system of industrial education developed in California. It is a matter of the greatest importance that such a system be founded on and administered by sound principles—principles which will be a sure foundation for the structure erected thereon. Industrial education is a new factor in California—it is not so in the eastern states or in Europe. Fortunately for us it is possible to work out a tentative system of principles regarding industrial education from the experience of industrial schools elsewhere. Such a system is offered below.

1. Industrial education must be a preparation for participation in industrial life. The vocational school, the trade school must as truly prepare the boy to engage in the building trades or mechanical trades as does the medical school prepare for the practice of medicine, or the law school for the practice of law. Any attempt to evade the issue by making the trade school a feeder for the high school or the university will be doomed to failure. It is quite true that the school system should be flexible enough to allow the industrial worker to have higher education if he can avail himself of it, but this is a secondary consideration in the designing of the industrial school.

2. Industrial education must be three-fold.

It must train workers for the industries.

It must train for good citizenship.

It must train for the enjoyment of life.

The characteristic feature of an industrial school is that it offers shop-work for at least one-half of every school day. It is only by the daily and continued practice in the shops that a trade is mastered. The other half-day's work, however, is equally important. In it the pupil must receive such instruction in language, history, geography, mathematics, civics and the sciences as will enable him to become an intelligent citizen as well as an intelligent worker. This training, while practical, should not neglect those features of music, literature and the arts which will give the student an appreciation of the beauty of life as well as its usefulness.

3. Industrial education must begin at fourteen years and continue until the pupil can secure employment at a living wage. The years from fourteen to sixteen have aptly been called "the wasted years" because the

children who work are economically useless then and have not found it worth while to remain in school. It is between these ages that over ninety per cent of America's school children leave the public school before finishing the grammar grades. As the majority of the industries will not employ young workers until the age of seventeen, especially in the skilled industries, the working child is compelled to accept employment and wages as an unskilled laborer until he is old enough to secure industrial education in the shops and factories.

4. The combination of a vocational school for pupils between the ages of fourteen and sixteen and a trade school at sixteen has proved the most successful type of industrial school yet devised. This is the plan followed in the state of New York where the vocational school has been worked out at Albany and the trade school proper at Rochester. The vocational school gives instruction in several trades without attempting to teach any one trade thoroughly. The purpose of this is to give the pupil an all-around familiarity with tools and processes with a view to discovering what vocation he has an aptitude for, as well as to developing his industrial intelligence. The trade school for the sixteen and seventeen year old pupils aims to give specific instruction to each boy in his chosen trade at an age when he is able to choose wisely and is strong enough physically to handle his tools to advantage.

5. Industrial education must be adapted to fit local conditions. No school should attempt to teach all trades but should teach a selected group of those trades which are most common in the community life. California will not need, for many years to come, schools for workers in the shoe industry, or in cotton and woolen manufactures, but every town large enough to need a trade school will need instruction in the building trades and mechanical trades. A girls' trade school will offer training in dress-making, millinery, tailoring and such other industries as need skilled workers. Trade instruction is best given in groups, one school offering instruction in the building trades, another school instruction in the machine trades and so on.

6. Industrial education must keep in close touch with industrial life. Probably the best way to accomplish this is for each industrial school to have its advisory committee of people engaged in the industries. Such a committee should be appointed by the local Board of Education to advise the school authorities as to the conduct of the shop instruction given in the



schools, and should assist the graduates of the school to find profitable employment in the trades. It is altogether desirable that at least one member of the advisory committee be chosen by the local trades unions so as to secure their interest and co-operation.

7. Shop instructors should be skilled mechanics taken from the trades, and not manual-training teachers. Trade instruction can be successfully given only by persons who have had trade experience. The intimate knowledge of the trade, the years of experience in shop life and the consequent respect which such a teacher receives from his pupils, more than balances faults in the technique of teaching. Herein lies one of the greatest dangers of our budding industrial education. The tendency will constantly be present in the system towards placing trade and vocational school work in the hands of manual-training teachers with only a theoretical knowledge of the trades.

8. Industrial schools must be free from outside interference. Programs, courses of study, and methods of administration must be free from high school and university direction, however beneficent in intention such direction might be. So long as the system is left open at the top so that the trade school graduate may secure higher training if he wishes it, there need be no fear of the industrial school creating horizontal social strata. The course the higher schools must pursue is not to seek to control the industrial school by making their own admission requirements arbitrarily and by forcing the lower school to conform to them, but by creating and offering courses primarily for the industrial school graduate which will fit his needs and prove an incentive to him toward a higher education.

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#### WOULDN'T HELP HIM

The necessity for getting money was illustrated by Booker Washington in one of his recent speeches by the story of the old colored man at the ferry. A white man came along and said to him: "Uncle, lend me 3 cents to get across the river."

The colored man looked at him and said: "Look here, boss, you look like a white man and I suppose you is, but I ain't going to lend you no 3 cents to-day. Let me tell you another thing, boss; the man that ain't got no money is just as well off on one side of the river as on the other."—*Boston Transcript*.

## OFFENSES AND THEIR PUNISHMENT

WILL C. WOOD

Superintendent Alameda Schools

**I**N discussing "Offenses and Their Punishment" we can perhaps get at the heart of the matter by first inquiring what these terms mean. Offense and punishment being social terms, their definition involves a discussion of the nature of the social organism. "Society is an aggregate of individuals," says Blackstone, "organized for purposes of mutual protection and advantage." The principle upon which the existence of society depends is that the whole shall protect all its parts and each part shall render obedience to the will of the whole. In other words, the life of society depends upon the co-operation of all its parts, which is secured by subordination of all the desires and activities of individuals to the will of the whole. This subordination of individuals is regulated by law. An offense is, therefore, an act of insubordination or a transgression of the law made by society for its own good.

Since the existence of society depends upon the subordination of individuals, it follows that punishment of offenses is the natural and inherent right of society. Self-preservation is the first law of nature, and this applies to society as well as to individuals. Punishment is, therefore, to be considered as the infliction of a penalty for an offense.

As to its aims, punishment may be retributive or corrective. Retributive punishment is simply retaliatory, simply a "paying back." Such punishment looks not to the reformation of the offender, but to revenge. Corrective punishment, on the other hand, aims to check the individual in his course of transgression and make him a better member of society. The spirit of retributive punishment is expressed in the text which formerly disgraced the gateway of each dingy jail or gloomy prison: "The way of the transgressor is hard." The spirit of corrective punishment is expressed in the words of the Psalmist when he says, "I will hope continually."

The principle upon which corrective punishment is based is, that most men do wrong, not out of choice, but out of necessity or weakness. The forger who signs the name of a reputable business man to a check, the defaulter who loots a bank, the burglar who breaks into a house, does so in most instances, not because he deliberately chooses to follow a course of crime but because he has wants to gratify or weaknesses he can not master. Our students of criminology tell us that few men are born criminals, but that circumstances and social neglect are large factors in

developing law-breakers. The blame then does not rest with the criminal in such instances, but with society. Some social institution, possibly the home or the school, has failed to do its work. Or perhaps the public has failed to meet its responsibility and has forced him to play in the street, to meet the vicious and come in contact with villainy.

It is a hopeful sign that society is being brought to a realization of its responsibility for the morals of the individual and that criminal procedure and prison management are tending away from retributive punishment and toward punishment aiming at reformation. In 1899 the city of Chicago took an initial step which has meant far more to society than we can appreciate at present. In that year the first juvenile court was established. Since that time the juvenile court movement has swept over the entire nation. The child of the demoralized home is coming to be regarded as the ward of the state. We have established a system of probation and parole, and have founded parental schools, reform schools, industrial schools, detention homes, and various other corrective institutions. These humanitarian tendencies are evidences of a growing social consciousness which means much for the civilization of this wonderful century.

After the London free schools were established some years ago, it was found that there was a considerable increase in the number of juvenile offenders. New kinds of crime, such as forgery, grand larceny and swindling schemes were doubled, and the proportion of educated criminals was greatly augmented. As Dr. G. Stanley Hall says, we "educators have vastly overestimated the moral efficiency of the three R's and forgotten that character in infancy is all instinct; that in childhood it is slowly made over into habits; while at adolescence, more than at any other period of life, it can be cultivated through ideals." The school, then, must broaden its training; it must recognize that the child is only an animal on its way to man, and that one of the chief functions of the school is to develop social tendencies and to check unsocial tendencies in its pupils.

In the light of these pressing demands upon the school, that institution is being rapidly modified. We are coming to look upon the school as a social organism. As Dr. Dewey says, "The school is not merely a means of preparing for life; the school is a phase of life." Some writers have stated that the school is society in miniature. However, the pupils

in the school are not to be regarded as miniature adults, and are not to be judged or punished according to adult standards. They are children, and we must judge and reward or punish them as such. Recognizing that they are more or less unhabituated, it is our work as teachers to show them the way from infancy to manhood, by developing right habits and checking tendencies toward evil.

Practically all school offenses are avoidable, and the percentage of really vicious offenses is small. To my mind our task is not so much to punish as to organize the activities of the children, to make the school a social organism in fact as well as in theory. The greater percentage of our school offenses can be avoided by proper school organization.

We must expect disorder, carelessness and disobedience if we permit classes of forty or more pupils. There are few teachers who can properly discipline such large classes. We must expect bullying, badgering, rudeness and fighting if we allow large numbers of children to run mob-like in our school yards. We must expect boys and girls to run away or play truant if our school work is not of the type that appeals to them.

These statements are not based on theory, but upon practice. During the past few years, we in Alameda have been cutting down the size of our classes. The number of corporal punishments and of suspensions has gradually declined. Now that we have cut the average number of pupils to the class down to 34, we are expecting still better results. The number of truants last term was only 14 on an enrollment of 3,600.

To decrease the number of playground offenses we are introducing organized and supervised play. We have tried it out in one school, and parent after parent has remarked the higher moral tone of the school. Boys and girls must be taught to co-operate in play, if we are to avoid quarrels and improper language. Children who are on the move; children who are interested in play have little time or disposition to commit offenses. Idle heads and idle bodies are breeding places for a great number of offenses. We must, therefore, have busy heads and busy bodies on our playgrounds. We can get these busy heads and busy bodies only by organization and supervision, for our urban boys and girls do not know how to play.

But after we have exhausted every means to prevent offenses against the school; after we have opened the safety-valve to the utmost, we

shall still find that we have offenses and offenders. We shall find some perverse individuals who will not play the game rightly until they have been brought face to face with the consequences of their misdeeds. In society we frequently meet individuals who want privileges and liberties which others do not enjoy and which, if permitted, would destroy society itself. It is not strange, therefore, that we find this sort of selfishness among children. We all know the type of the boy who is intolerant of the rights of others; who wants the world to adjust itself to him, instead of adjusting himself to the world; who doesn't care how many he puts to trouble or disturbs so long as he has his own way or his own fun. What shall we do to check his anarchistic tendencies? How shall we make him recognize his duty to his fellows and get him to do his duty? Self preservation is the first law of the school, so we have no choice in the matter; he must be forced to keep his place; he must be brought into harmony with the ideals and purposes of the school.

It was formerly an easy matter to settle on the method of bringing an offender into an attitude of respect for the authority of the school. Did not the wise Solomon say, "Spare the rod and spoil the child"? Solomon was an Oriental autocrat and was advising his people to fit their children for life in an autocracy. We are learning that the nearest way to the heart of a future democrat is not through his cuticle. We are fitting our boys and girls to live in a democracy; to be their own governors, and we can not do this by training them in schools where the spirit is autocratic. The first requisite for good citizenship in a democracy is self-control, and this must be the end of all school discipline. I recognize the traditional virtue in Dr. Spanker's tonic, and I do not advocate its abolition. However, it is a radical remedy and should be administered only as a last resort.

What, then, should be the penalty administered for offenses committed against the peace and order of the social organism known as the school? The commission of an offense shows that the offender is out of sympathy, at least temporarily, with the spirit of the school. The boy who trespasses upon the time of the class by being disorderly should be made to feel that he sacrifices his right to be with his class, to take part in the class activities. He should be made to feel that when he has been sent from the room by the teacher that the teacher is simply the executive officer of the class; that his offense was against the class, not

against the teacher; that he suspended himself from the class by failure to subordinate his activities to the good of his fellows. Let us suppose that he has been sent to the office. Our aim there is to check his disorder and at the same time get him back to his work. The first step is to secure open confession of wrongdoing, not a half-hearted confession, but an admission of wrongdoing without reservation. To do this may require great tact and considerable time, but it is worth all the time and patience it requires. The next step is to get him to see the nature of his offense and the effect on the school if every pupil should do as he has done. Don't insist on an apology, and above all don't make him apologize to the class. Of all the perverted ideas of moral training I believe the idea of a forced public apology is the most unworthy. A forced apology is a sham and a lie; it is doubly reprehensible since it teaches deception under the guise of discipline. The third step is to put the matter squarely to the pupil: "You admit that you have done wrong to yourself and to the class, and that you do not deserve to be continued in your classes. What are you going to do about it?" He will probably be amazed. He expects you to do something. He has come to pay the penalty, and you have shifted the burden to him. It may take him some time to wrestle it out with himself; he may never wrestle it out, but in most cases he will succeed. Let him fix his own penalty; let his sense of justice determine his punishment under your tactful guidance. He will probably fix no penalty; he will do the manly thing and give you his word that the offense will never occur again. Take his word for contrition; take his word for his future good conduct and send him back. Above all make him feel that you have faith in him and in his promises. I have tried this method many times. It has succeeded many times and it has frequently failed. It is worth trying, however, for such punishment has a moral value in that it tends to develop self-mastery. The boy who has been taught to conquer himself is on his way to mastery of the things of life that are worth mastering.

There are other good ways of punishment, but when you analyze them you will find that they are generally founded upon the principle that reformation comes from within and not from without. All our efforts should aim to get at the soul of the offender, and to do this we must turn on the light so that he may see the nature of his offense. When all other methods have failed; when there is no hope that the boy will reform



himself; then, as a last resort, we may appeal to the rod made famous by the Hebrew sage.

In conclusion I want to make an appeal for a closer study of the principles and methods of moral training. We need to educate ourselves and to educate the public to its responsibility for bad boys and girls and bad men and women. We want to stand for the introduction in our schools of more influences that make for refinement. We want fewer punishments and fewer offenses. We want a place for our children to play after school hours and on Saturdays. We want larger school playgrounds and organized play in our schools. We want beautiful pictures to adorn the walls of our buildings. We want growing plants in every classroom. We want our boys and girls to hear good music and beautiful stories. We want smaller classes, so that the influence of the teacher may be centralized on a few instead of being diffused and weakened in classes that are too large. Above all we want sympathy and tact so that we may avoid both offense and penalty. By these means we may develop in our boys and girls self-reverence, self-knowledge, self-control, which alone lead life to sovereign power.

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### SUPERVISION OF RURAL SCHOOLS

LOUIS BLATZ

La Mirada, California

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**S**CATTERED all over the State, densely in the rich agricultural districts, sparsely in the lonely desert lands and only here and there in the mountainous and hilly country, are the one-room rural schools. They represent our great educational system in the remotest districts and spread its teachings throughout the land. Though small and seemingly insignificant, they are miniatures of the great city school, with its superintendent, principal, its staff of teachers and janitors. The textbooks are the same, the studies and requirements are essentially alike. The graduate of the little rural school stands at par with the graduate of the big city school.

A great difference, however, between the two is that in the great city institution there is well defined supervision and complete systematization. As each teacher conducts but one grade and the pupils therein are of similar ages, the work of the teacher is definite, runs in

a well-worn path and becomes a routine. Any difficulty, any obstruction in the school machinery may be referred to a supervising principal. Besides the incentive of this supervision, the efforts of each teacher are spurred by the competitive influence of companion teachers.

On the other hand, the teacher of the rural school stands alone. She has eight grades to teach, which requires keen discrimination and rapidity of work; she has pupils of all ages to govern with diplomatic allowance for age and grade. There is no convenient principal to whom to refer for advice in arising difficulties, to straighten complications or to aid in enforcing discipline. She has meddling parents to mollify, village factions to avoid, primitive boarding discomforts to endure. Entering closely into the life of the pupil at an impressive age, the influence of the rural teacher is strong and lasting.

To fill such a position creditably requires tact, diplomacy, executive ability, initiative, and above all, conscientiousness. Many a teacher who successfully teaches a single grade under the supervision of a principal could not conduct a rural school with equal success.

Yet difficult as these positions are, they are generally held by young women who have just graduated from normal school. This in itself is not prejudicial, for as a rule the newly graduated are full of enthusiasm and so well trained that the effect of their training carries them through and they do better than some experienced teachers in whom the edge of enthusiasm has been worn or who follow self-imposed methods of doubtful value. Often also these positions are held by teachers who seek the quiet of a country life by preference or to recuperate, and by some who for any reason can not acquire or hold a position in a larger school.

Under such circumstances it would seem perilous to the welfare of the 1,800 one-teacher schools with their 30,000 pupils that they should be practically without supervision. Would any business man, a grocer for instance, conduct his business without personal supervision or without calling for a full accounting of the transactions of his clerk in his absence? Yet until the year is over and the final county examinations have been made, there is no one to direct, to check, to call to account, the work of the teacher of the rural school. The county superintendent or his deputy calls once or twice a year, but surely this is no supervision; the trustees of the school, even if they do visit it,

know little of what is accomplished except from their own attending children whose ideal teacher as a rule is the one who is the most lenient. Most employees in whatever profession or in whatever station do better work or feel more pleasure in their work when under immediate supervision or with the consciousness of an expected accounting.

This lack of supervision has, however, long been recognized, and various means have been suggested and some have been tried to overcome the difficulty. A method often suggested and at the first glance feasible is to have a supervising principal in control of a number of adjoining schools, to frequently visit these schools and oversee their work. The prime objection to this is the expense, aggravated by the long distances between and difficulty of access to many of our rural schools. In a State like Massachusetts, for instance, such a plan is easily executed. The method of frequent unannounced county examinations has been tried and found desirable in many ways, but as the different schools lack uniformity in their time of opening and in the length of their school year, the results of these examinations are not always a fair or reliable criterion. Unionizing adjacent districts and transportation of pupils to one central school by vehicles would be desirable, but is impracticable in many parts of the State.

It is not the object of this article to point out or decry this deficiency in our splendid school system, but to suggest a remedy or rather to explain a system of supervision, devised for and adopted by one of our one-teacher schools. It has proved itself a success through several years of practice. It consists of quarterly reports by the teacher to the trustees upon the progress of the different grades in each study by specifying the page to which each grade has advanced in the state-series of textbooks on the date of the report. The trustees can thereby see at once by reference to the manual whether the grade is sufficiently advanced in its year's work. The report also gives the class standing of each pupil at that time. All this can be corroborated by any pupil, and a complete check is thereby made at quarterly intervals of the work done at the school. At the school in which this method has been adopted, the report is made to the board of trustees, but could instead be made to the county superintendent or advantageously to both. The county superintendent would gain thereby a complete oversight of the schools under his supervision and at a minimum cost.

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SUPERVISION OF RURAL SCHOOLS

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Teachers are willing and anxious to give these reports. They act as a spur to their endeavors and make them feel that the interest of the school is guarded and their own efforts understood. The report here given is a specimen of those made in the school in which this method has been successfully followed, the names, however, being fictitious.

TEACHER'S QUARTERLY REPORT TO TRUSTEES

Date, April 22, 1910. 3d Quarter, 27th Week

DIRECTIONS:—Report on grades above the fifth.

On the lines of the grades are the pages in the state-series of textbooks to which the grade has advanced in each subject.

On the lines of the pupils are their standings the same as in regular pupils' reports.

GRADES AND NAMES OF PUPILS	Reading.	Spelling.	Arithmetic.	Language.	Geography.	History.	Physiology.	Department.	REMARKS
	1								
GRADE VI	P. 202	P. 65	P. 199	P. 232	P. 176				'Carpenter's No. Am. completed.
Isaacs, Joe . . . . .	F	G	G	F	F	.	.	G	
McCabe, Don. . . . .	F	G	G	G	G	.	.	G	
McGovern, Margery	E	E	E	E	E	.	.	G	
Mane, Helen. . . . .	E	E	E	G	G	.	.	G	
	1								
GRADE VII	P. 95	P. 116	P. 265	P. 69	P. 439	P. 126			'Also finished Cal. 'Also History of Cal.
Ide, Nellie. . . . .	G	E	G	G	F	F	.	G	
Sand, Reona. . . . .	F	E	G	F	G	G	.	G	
Ware, Peter . . . . .	G	G	G	G	E	G	.	G	
	1								
GRADE VIII	P. 171	P. 341	P. 160		P. 410	P. 172			'Lady of the Lake. 'Also 240-259 Ac- cidents.
Ide, Mary . . . . .	F	G	G	F	.	F	G	E	
Samson, Earle. . . .	G	G	E	G	.	E	E	G	

I hereby certify this report to be correct to the best of my knowledge.

GRACE MILLARD, *Teacher.*

## SOME NEW YEAR'S RESOLUTIONS

LEWIS B. AVERY

Principal San Jose High School

1. During the year 1911, I will enter the temples of learning with joy and their gates with gladness. In forgetfulness of self I will find joy in the life about me, in the specific work I am called upon to do, and in the mighty problem of weaving this work into that life.

2. I will set up high ideals in my particular work, but I will at all times keep my feet on the ground, recognizing that high ideals are otherwise likely to prove embarrassing. My work can stand only as it is linked with the work of others.

3. I will be enthusiastic in my work and refuse to sulk, even when I am least appreciated. It isn't necessary that I should be appreciated but it is necessary that I should do the work I am set to do.

4. I will be optimistic. I will live in to-morrow rather than yesterday. To-day shall be, in all my thought and act, tributary to to-morrow rather than regretful of yesterday. I will do less correcting of yesterday, correcting only where I can see to-morrow in such correction, and I will do more to inspire to-morrow. I will not acquire the correcting attitude.

5. This being so, I can never scold. Scolding is simply a mode of self-satisfaction—an implication that others are not as good as I am, or perhaps as I was at their age, I being the judge—O, righteous judge!

6. On the contrary, I will act on the presumption of correct intentions, even in offending students. Incidentally, I know I can catch even high school freshman better if there is bait covering the hook.

7. Of all the things I will avoid, the habit of insinuation and innuendo will come first. If I want to call a man, woman, or boy a liar, I will not stoop to insinuate it.

8. I will call a spade a spade, but I will take care to leave some things unsaid.

9. I will be kind always and courteous whenever possible.

10. I will not be afraid to keep in touch with what the educational world is doing and will endeavor to keep my own work inspired by new views.

11. I am going to do just a little more of daily preparation for the coming day; and if I were a class teacher, I should resolve to cultivate more the art of having a recitation have an exordium, an argument,

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SOME NEW YEAR'S RESOLUTIONS

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and a peroration—a culmination; I should try to make it a work of art instead of accident, so that when the last bell rings I should feel a glow of artistic triumph, and I should fondly hope that I should not be alone in the feeling.

12. I am going to see what all the other fellows are doing if I have to desert my post a few days to find out. Of course I can sit down in my study and commune with the absolute and get wisdom first hand, but I have found so many times my wisdom doesn't work, and that there are other fellows who have me beat at the communing business, that I am going to borrow what I find really works, providing I think it will help. If I were a classroom teacher I should likewise visit my fellows. Not only does one get knowledge but inspiration from this sort of communion with others.

13. I will be on time at all my appointments.

14. I will be long on fellowship and short on fault finding; but I will remember that the school is bigger than any one of us and hence feel free to say and do what I think will help the school even though it hurts my fellow's feelings; but I will try to be constructive rather than destructive.

15. I will maintain the dignity of this school with teachers, pupils and patrons, and good fellowship shall not stand in the way of invoking all wrath necessary to bring order out of confusion; but I will try not to get mad and fall off my chair. In other words I will try not to overdo the wrath business.

16. If I can not get along with the community, I will try not to become obsessed with the idea that it is the community that must move away.

17. I will welcome criticism, whether friendly or otherwise, but should prefer it should come privately rather than through the public press.

18. I will recognize the spirit in which I administer, or in which I seem to administer, correction will go on traveling while I am asleep, and consequently I will call no names.

Respectfully dedicated to those of my co-workers who are too busy to make their own resolutions.



STATEMENT OF EDUCATIONAL BELIEF  
Presented by the Committee on Resolutions, Southern California  
Teachers' Association

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We favor the establishment of a State University in Southern California.

We favor an industrial education bill, as recommended by the California Teachers' Association.

We urge legislation, looking to the establishment of intermediate schools in districts wishing to organize them.

We recommend the adoption of the report in favor of retirement salaries.

We oppose Discovery Day, Washington's Birthday, Lincoln's Birthday and Admission Day, as legal holidays, but favor their observance as a part of the school day exercise.

We favor the consolidation of rural districts for the establishment and maintenance of special schools.

We favor legislation requiring preparation for teaching special subjects in elementary schools, equivalent to that required for teaching of other subjects.

We favor the extension of the compulsory education law to children 16 years of age, with a provision that children over 14 years may be excused upon proper request.

We favor State aid for parents dependent upon children who are compelled by law to attend school.

We favor State aid for vacation schools on the same basis as that given to regular schools.

We favor provision for better supervision of rural schools.

We favor legislation that will enable boards of education to employ principals and supervisors for a period of four years.

We request the University of California to give real recognition to commercial, industrial and applied branches, by allowing pupils to offer these subjects for entrance in all her courses.

We favor six-year courses in high schools.

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HE UNDERSTOOD

"Johnnie, do you understand what is meant by a crisis?"

"Yes, mum."

"Tell us, Johnnie."

"Two out an' the bases full, mum."—*Buffalo Express*.

## CALIFORNIA'S OPPORTUNITY

DUNCAN MACKINNON

Superintendent San Diego Schools

**T**HE National Education Association, universally known as the N. E. A., is the greatest educational organization in the world.

Its membership roll contains the names of the brightest minds in the nation; its history for half a century is a record of public service; it is the organized champion of the public school system and has been a potent factor in its growth and progressive development. Its standard has been and is the rallying point for that gallant army of men and women who are devoting their lives to the nation in the battle against ignorance, prejudice, and superstition. It is as big as this country of ours. Its members represent every State in the Union, and its influence is felt in every city, town, hamlet and rural community of this republic. The organization stands for opportunity for public service. But in addition to this, it returns to its members for its small annual fee more than any other organization in the world.

Any person may enroll as an associate member on payment of \$2.00 and receive the annual volume of proceedings. This volume contains the addresses of the general sessions by men of national and international fame, with a full report of the proceedings of the Council of Education and the Departments of Superintendency, Kindergarten, Elementary, Secondary, Higher Education, Normal Schools, Manual Training, Art, Music, Business, Child Study, and Science Instruction. In a word, the work and scope of the national organization sweeps the entire educational field, and this volume contains each year the latest and best selection of up-to-date problems in education by the leading minds of the nation. A teacher's library is not complete without a copy of the annual volume of proceedings, and no better investment can be made in professional literature than membership in the N. E. A.

Any person engaged in educational work may become an active member of the Association, securing enrollment in the annual year book with all the privileges of the Association, on the payment of an initiation fee of \$2.00. This is in addition to the amount paid by an associate member, but once an active member the fee is the same for each class of membership, viz.: \$2.00.

I have already given, it seems to me, good and sufficient reasons why every progressive teacher should be a permanent member of the National Association. But as loyal Californians there are more potent reasons still

why we should at this time actively identify ourselves with the organization.

In 1906 San Francisco made great preparations to entertain the N. E. A. But in April of that year the news was flashed around the world that the beautiful city by the Golden Gate was a mass of ruins. And to accentuate the calamity in the minds of the N. E. A. members, the meeting for that year was abandoned. The gigantic task of rebuilding San Francisco—the most striking marvel of this age of modern civilization—has been completed. Is it any wonder that the good people who accomplished this mighty work wish to redeem the pledges of 1906 and show to the members of the N. E. A. and the world what indomitable courage and energy can achieve in the face of disaster!

In 1907 a meeting was held in Los Angeles; in 1908 in Cleveland; in 1909 in Denver. In that year a strong delegation went from this State to secure the convention for San Francisco in 1910. It was probably the hardest campaign that was ever waged for the honor of entertaining the N. E. A. The logic of events was against us. For three successive years the annual meetings had virtually been held in the West—Los Angeles, Cleveland and Denver. But in spite of logic the majority of the Board of Directors voted for San Francisco as against all competitors. Later, however, the Executive Committee disregarded this vote of the directors and named Boston as the place of meeting for this year. Surprised but not dismayed, the California delegation again buckled on their armor and crossed the continent. So strong was the sentiment in favor of California at Boston that the directors of every State in the Union voted for San Francisco in 1911. The Executive Committee later ratified their choice and scheduled the meeting for July 8th to 14th, 1911.

Mindful of our experience of the previous year, every inducement was offered to the Executive Committee to make this decision. In presenting the invitation on behalf of San Francisco, Supt. Alfred Roncovieri, among other things, pledged the honor and reputation of California that this State would enroll 7,000 members. Supt. Roncovieri did not do this on his own responsibility. It was decided upon after mature deliberation by all the California delegation. For the Los Angeles meeting in 1907, 6,000 members were guaranteed from this State. With

San Francisco in ruins, the California enrollment was 6,247. When it was expected that the meeting would be held in California this year, advance memberships of over 6,000 were actually pledged when the announcement was made that the meeting would go to Boston.

But neither the record of the past nor the increase of the number of teachers in this State justified that pledge if it were not for a very significant movement on the part of the teachers of California, which at that time had developed to such an extent that there was no doubt of its final consummation. In the affiliation of the four great teachers' associations, the school men and women of California, for the first time in the history of the State, stand shoulder to shoulder with mutual feelings of respect, confidence, and co-operation. With this perfect organization and a strong sentiment of unity extending throughout the State, the thought uppermost in the minds of that little band of Californians at Boston was that their fellow-workers in California would act as a unit in this matter.

We must bear in mind that our visitors who attend the convention will not merely spend four or five days in San Francisco—no. They are sensible, reasonable people, and are planning to spend their entire vacations in God's country, and will spread out all over the State. I repeat, this convention does not concern San Francisco alone, for it is of state-wide importance. In this spirit the campaign for membership for the San Francisco meeting was started a few days ago in the southwestern section of California—over six hundred miles away in the city of San Diego. At a session of the joint institute of the city and county of San Diego, an appeal was made to our teachers to do their share in making the San Francisco meeting a glorious success. We have 175 teachers in the city and 125 in the county. When the membership blanks were collected and added up, it was found that we had pledged memberships for every teacher in attendance at the institute.

If this matter is presented in the proper way, I believe that every city and county in the State will do practically the same thing. But there is another reason why we should be active in this good cause. In a few days, Congress will decide on the place for the celebration at the completion of the Panama canal by a great International Exposition and World's Fair. Those in close touch with national legislation regard it as practically settled that Congress will name San Francisco for that honor. If

this happens, we who know our people so well can anticipate the result, for every visitor to our shores will have his imagination so fired and his enthusiasm so aroused at the great and wonderful achievement that will be portrayed in this land of opportunity that he will return to his home a staunch booster for California, with a determination to return with the whole family in 1915.

There is no doubt of the success of the San Francisco meeting, and there is no doubt that California will redeem her pledge of 7,000 members. I believe that history will repeat itself and that 10,000 will be nearer the mark for our State enrollment. I make this statement not entirely for the reasons I have given, but because I have abiding faith that the school women of California will not be outdone by their sisters from the other States in the Union, in paying tribute and honor to that remarkable woman who smashed all precedents last July at Boston and was elected president of the Association not because she was a woman, but because the best available candidate for the position was Ella Flag Young.

In conclusion permit me to say that however great the number of our visitors, let us greet them so cordially, provide for their comforts so thoughtfully, and entertain them so royally that they will return to their homes singing the praises of California's hospitality, and willing and anxious to return in the year of grace, 1915.

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#### JANITORS AND GERMS

DR. W. F. SNOW

Secretary State Board of Health

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THE day is not far distant when it will require more than a political pull to obtain the position of janitor in the public schools and buildings of like nature, if the plans for the American Association for Study and Prevention of Infant Mortality are carried out.

These plans, which are widespread and will be introduced in every state in the Union, will provide as critical an examination for the position of janitor as is demanded for the position of a teacher, but, of course, along different lines. Janitors will be required to produce their license before they will be allowed to occupy a position in any of the public schools of the country, in public business buildings, flats inhabited by more

than one family, in physicians' offices, and will also probably include Pullman porters and car conductors.

Schools for the instruction of janitors will be established in every city where applicants will be introduced into the mysteries of the sanitation of school premises on a scientific basis. They will be required to perfect themselves in research work in dusts and school airs and their effect on mental and physical progress among the students. They will have to be versed on the subject of temperature, humidity, different methods of cleaning floors, different materials, methods of dusting as tested by laboratory methods.

This new movement in the conservation of public health has been launched by the National Educational Association as well, and a committee consisting of Mr. Cowan, science instructor of the Boston high schools, Mr. Twiss, high school instructor of the University of Ohio, C. E. Winslow, late of the Massachusetts Institute of Technology, Professor Nutting of Columbia University, Dr. W. A. Evans of the health department of the city of Chicago, and many other notables have been appointed to foster the movement.

Janitors ignorant of the use of disinfectants, moist dusting and the hundred and one new ideas of the sanitation of buildings are unfit for such duties and their work is detrimental to general health. A janitor in a physician's office, for instance, which is a Mecca for persons suffering from various diseases, should be as thoroughly versed in scientific cleaning as a trained nurse in a sick room or hospital. The janitor should be as scientifically garbed so as not to carry the disease germs, possibly scattered by the pupils throughout the school buildings, into their own homes.

In other words, the day of the old-time janitor who came after hours in her every-day dress, pinned up her skirt, tied a handkerchief around her head and proceeded to agitate the dirt and disease germs from the floor to the adjoining furniture, where they would get in their deadly work on the pupils the following day, has past. Science demands modern methods and the janitor of the future will be obliged to display a full knowledge of the most modern methods of dealing with disease germs and be capable of passing a searching examination before a modern health board before being entrusted with the cares of modern buildings frequented by the public.



THE SPIRIT OF HISTORY  
MRS. BEATRICE PARTRIDGE WILMANS  
Principal Hawthorne School, Berkeley

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I BELIEVE we are all agreed that in all fields of educational work to-day, there is a demand—more and more insistent—that any subject which asks for a place in the curriculum of any school, elementary, secondary, or what not, must be able to justify itself as having an actual practical value to, and in, life itself.

What we are not all agreed upon so surely is what is meant by actual practical value. I fear we are all too prone to believe that that thing is of greatest value which is our own particular line, or interest, or hobby. For instance, I heard a supervisor of manual training, an unusually intelligent man, assert quite seriously, a few evenings ago, that at least one-half of all the school time in the elementary school should be given to manual training. All of us who have had experience in departmental work, know how difficult it is to realize that the boys and girls of our classes have anything to work upon or to think about other than our own particular subject.

And so it would seem that there would be considerable difficulty in bringing about among a body of educators a satisfactory agreement as to what are the essential things—what are those subjects which have actual value to the pupil in the elementary school.

I am sure, however, that there is one broad general principle to which we will all subscribe, and that is, that that education, be it of any kind whatsoever, which best equips its possessor to fit into his environment, and to live and work to the best advantage in that part of the universe in which he is placed, is the most satisfactory education. By no means does it follow from this that the child of a factory worker, for instance, must receive education principally along the line of his motor activities, in order that he may become a little more highly skilled factory worker than his father before him. Quite the opposite, indeed, seems to me to be true. More of the cultural educational gifts should be given to the pupil whose home environment is barren of such blessings, and more of what is commonly termed the practical to the child whose home does not supply that sort of training. It should mean that every boy and every girl should be given just as much, every school year of his or her life, of balanced, rounded out, development as can be supplied by the most expert teaching.

Now how does this contention apply in the case of the teaching of history? It seems to me that there is no one subject in all the wide realm of educational possibilities that might contribute so much to that development as the study of history. Always providing, that it be under the direction of a real teacher, one to whom the history of the achievements of the human race is a living, breathing, fascinating thing. Such an attitude on the part of the teacher is the great essential in the teaching of history. And in such hands it makes very little difference what history is being taught. Then it becomes not the mere acquisition of a series of facts in the life of a particular race or set of men, but an illumination of all life—a lamp which throws its light upon one's path, not only in the present, but perhaps onward into the future.

And the use of this light—the habit of calling upon the events and achievements of the past to help in the understanding and the living of the present—is one of the greatest gifts that education has to bestow. To quote Cardinal Newman in his discourse, "Knowledge Viewed in Relation to Learning"—"This real illumination makes everything in some sort lead to something else; it would communicate the image of the whole to every separate portion, till that whole becomes in imagination like a spirit, everywhere pervading and penetrating its component parts, and giving them one definite meaning. \* \* \* \* To have even a portion of this illuminative reason and true philosophy is the highest state to which nature can aspire in the way of intellect."

As to the method of teaching so as to give a sense of this illumination to the pupil—even a young pupil of the elementary grades—I repeat, that must come so largely through the personality of the teacher that there is no rule to lay down.

I wonder how many of you recall that beautiful bit of what we pedagogs would call "method" which occurs in James Lane Allen's "The Choir Invisible"? Do you remember the occasion upon which John Gray, the schoolmaster, gathers his boys and girls about him, closes the door of his schoolhouse, and sets out into the open country to teach the children a history lesson? How he leads them to the forest, and there, with the spell of their own Kentucky soil and woods and streams about them, he interprets for them, through his own young, live, enthusiastic nature, the lesson of the battle of the Blue Licks? And do you believe that that lesson was any the less impressive, and the less

valuable, and the less practical, any the less an acquisition to remain with them through life, because at the close when his own strong nature was stirred to its depths, he delivered to them what he believed to be the great moral of it all, the application of it to their own lives?

Perhaps we votaries at the shrine of the new pedagogy would say that such an attempt was young, crude, and over-enthusiastic, but it seems to me that it was just the best kind of good live teaching.

And so, in some such fashion, let us teach the spirit, as well as the letter of history, so that its study may give to every boy and girl a high standard of life and achievement. For that, I believe with all my heart, is the most practical and valuable possession a man or woman can have. Morality, honor, intelligent citizenship, legitimate ambition, these are very practical requirements indeed in the life of the modern man or woman. I, for one, know of no study in the universe so calculated to incorporate these practical essentials, as the study of history when taught as it should be and may be.

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#### THE COMMERCIAL DEPARTMENT OF THE HIGH SCHOOL

THORNTON H. LODGE  
Redlands Polytechnic High School

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NOT many years ago it was thought that school training was of no use for those who were to engage in business pursuits; that those entering the marts of trade must be possessed of peculiar natural talent, must be born with the business instinct. Consequently those were the days of the so-called self-made man. But time has shown the fallacy of this contention. If an illustration is needed to show the advancement of commercial interests through the medium of schools, we have only to look at Germany. In less than half a century, on account of the attention given in German schools to the critical study of the world field of commerce, and in evolving and perfecting methods of caring for her expanding commercial enterprises, Germany has rapidly assumed a position as an undisputed world power. Everywhere in Germany we find commercial studies recognized and given prominent

attention in numberless secondary schools and commercial high schools. In addition to the many higher institutions of learning where advanced work in commerce is given, it is the ambition of every important city in the empire to have its commercial university.

In the United States, industry and commerce have assumed such importance in our national life that they have been given a seat in our Federal Cabinet. Judging from the attitude of school authorities in general and the recognition that is being accorded commercial subjects by the colleges and universities of our country, and the attention given to the work in the schools of commerce connected with these higher institutions of learning, we must believe that interest in commercial education is steadily advancing. Commercial training is recognized as a necessary part of the great scheme of education which is striving to meet the needs of a twentieth century citizenship.

An idea of the importance attached to commercial training may be gained from the latest statistics in the Report of the United States Commissioner of Education. The total number of students in all reported schools, above the grammar grades, was 1,034,827. Of these 232,492 were in commercial schools and commercial departments. From a private source, where a careful canvass was made, the number of commercial students given was much larger. But a conservative estimate shows us that nearly a quarter of all the students in the secondary schools of the United States are taking commercial subjects.

We look upon vocational training as something new in education. While in a measure this is true, we find that commercial instruction in the schools of the United States dates back almost to the rise of secondary education in this country. An illustration that had its counterpart in several cities may be had in the high school at Philadelphia, organized by Alexander Dallas Bache. It was modeled after the German schools. There were three courses: a principal course of four years with the purpose of preparing young men for commerce and industry, and which claimed two-thirds of the pupils of the school; a Greek and Latin course preparatory for college, also of four years; and a shorter English course of two years. In 1848 they had a short-hand class of 250, and many men went from this school who were afterwards prominent in reporting and business circles.

But bad times befell the commercial departments in the high schools. A number of causes contributed to this state of affairs. The Civil War in the sixties naturally drew attention away from everything not directly concerned with the life of the Nation; and in the years following the war great business enterprises were undertaken, principally by men of the Colonel Sellers type; it was the "Gilded Age." Times were good; everywhere opportunities were afforded for the man of initiative and good judgment; the biting competition of the present times had not been developed; business methods were crude as compared with the complicated conditions under which modern business is transacted, and naturally the training demanded of the schools was of the same crude and strictly technical character. Then to meet the demand the type of school known as business college had a phenomenal rise and extension, and for the twenty or twenty-five years following 1870 we find their reign supreme. The public schools fell into the error of attempting to give the same short and technical courses as the business colleges, but their efforts seem not to have met with much success and they were rather held in derision by both the business colleges and the general public. But about 1894 came an awakening, and from that time may be said to date the beginning of the modern commercial department in the public schools. The panic of 1893 had caused great financial depression. Only enterprises built on the most solid foundations were able to withstand the shocks of the business upheaval. The exigencies of the times demanded new ideals, new methods in the carrying on of business. Competition became so keen that old methods had to give way to new and better ones, and the demand for better qualified helpers in the business world was responded to on the part of the schools by the introduction of courses enriched and lengthened.

During the past decade we have seen the commercial departments increasing with each year and we have also seen in later years many public high schools entirely devoted to the interests of commercial education. Figures have been submitted showing what a large proportion of students are electing the commercial branches. As we look over the field the prospect is a pleasant one and there are many things to make glad the hearts of those whose lives are devoted to the best interests of this work.

## Correspondence

SAN FRANCISCO, January 9, 1911.

To the Editor of the SIERRA EDUCATIONAL NEWS.

Dear Sir: C. T. A. insurgency is a fight for principle, not for office. It is the result of the unfair, autocratic, and unbusinesslike methods which have prevailed in the management of the Association for the past three years.

The insurgents believe that the teachers of California are capable of voting intelligently upon questions that affect their interests. They believe that it is wrong for the officers of the Association to hold business meetings at inconvenient times and places, making it impossible to have a majority of the members present, and thus denying the teachers a voice in the management of the Association which they support by the payment of annual dues. This was done notably at the Berkeley meeting which was held on Friday—the day after the regular sessions were over. Practically all of the visiting teachers had left for their homes, and the election of representatives to the Council of Education and other business were accomplished by a minority of the local teachers. At the San Jose business meeting two years ago, less than fifty members out of some three or four thousand were present, although most important matters in school legislation were considered and pushed through against the protest of the minority. The majority vote was less than thirty, if I remember correctly, and upon this showing representations were made to members of the Legislature that the California Teachers' Association had recommended the passage of certain measures. This was misleading.

The insurgents believe that democratic methods should prevail in the selection of all officials so that the interests of the teachers at large rather than the interests of any individual may be truly represented. This can not be if the nominations are to be controlled by appointed committees.

For these reasons the insurgents of the California Teachers' Association demand:

(1) That nominations for all offices be allowed from the floor in addition to those made by any committee.

(2) That the names of candidates be placed upon the ballot in alphabetical order, as is done in the Australian ballot. (At the Berkeley meeting the "organization" claimed that the committee nominees should be given an advantage over all others by having their names placed first upon the ballot, and so placed the names on the ballot in the election of members of the Council.)

(3) That a fair proportion of the representatives on nominating and other committees be women.

(4) That a fair proportion of representatives in the offices and on the Council of Education be women. (At Berkeley the "organization" gave the women one out of ten representatives elected to the Council.)

(5) That there be a proper division of representatives in the



Council of Education to the end that every section shall be represented and that no section shall have more than its just share of representatives.

(6) That members of the Council of Education and all other officers be elected at a time when it is convenient for all members of the Association to vote, and not after the Association program is closed.

(7) That the time and place for nomination and election of officers be regularly announced in the printed program.

(8) That the business meeting of the Association be held at a regular session when it is possible to secure a full attendance of the members.

(9) That the election officials be appointed by the Board of Directors rather than by an individual, and that a fair proportion of them be women.

(10) That elections be conducted in a regular and businesslike manner, so that only these entitled to vote as shown by an official list of names be allowed to cast their ballots, and not as was done at the Berkeley meeting in the election of members of the Council of Education.

(11) That programs for the yearly meetings be issued in time to be sent to the members of the Association before the opening day, so that the members may be properly informed of the places of meetings, etc.

(12) That a detailed statement of the accounts of the California Teachers' Association be published each year in the SIERRA EDUCATIONAL NEWS.

I have an abiding faith in the justice and righteousness of these demands, and until they are granted by the close corporation now in control of the Association I shall deem it my duty to be an insurgent.

Yours truly,

JAMES FERGUSON.

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EDITOR'S NOTES: Mr. Ferguson's sprightly letter leads us to concur heartily in Mr. Wagner's encomium: "Mr. Ferguson is a young man of tremendous energy." (See *Western Journal of Education* for January, page 52; and also pages 33 and 49.) Mr. Ferguson's indictment is well indited, even though it seems not to have freed itself entirely from the red haze of battle. We believe that an epistle as well crouched as this, merits comment.

Honorable service in the cause of education entitles Mr. Ferguson to speak his mind freely without fear of having his motives questioned. This entire letter reveals a praiseworthy solicitude for the welfare of the Association. Certainly Mr. Ferguson is no Hamlet. While he believes that the times are out of joint, he manfully undertakes the job of setting them right. It may be that his resolution is not sufficiently "sicklied o'er with the pale cast of thought." He may be tilting at windmills. In any event, it is the privilege of an upstanding man to demand a hearing. If

the audience rules that his zeal outpaces his judgment, he demonstrates the truth that every man is his own Nemesis. Therefore, to the audience!

We emphatically endorse Mr. Ferguson's belief that "the teachers of California are capable of voting intelligently upon questions which affect their interests." Our belief has become conviction. We have had several conclusive demonstrations of this ability during the period mentioned by Mr. Ferguson.

In regard to business meetings of the Association, it may interest Mr. Ferguson to know that the California Council of Education requested the presidents of the several associations to devote an entire general session to business. In compliance with this request, the president of the C. T. A. chose Friday morning as the best possible time. The meeting began at 10:30 a. m. and continued until 3 p. m. Had this meeting been held in connection with one of the afternoon lecture sessions, it would have begun at 4:30 p. m. We believe that it would have been inconsiderate, not to say difficult, to hold the members there until 9 p. m.

Passing to Mr. Ferguson's contention that democratic methods should prevail in the selection of all officials, we strongly concur. Such has been the procedure for the period mentioned. There may be a seeming exception in the election of the secretary by the Board of Directors. A moment's reflection, however, will reveal the true democracy of this apparent exception. The Board of Directors, chosen by the members at regular elections, are clothed with power to act at any time in the name of the Association. It is essential that the secretary, as the chief agent in carrying out the policies determined upon by the Board of Directors, should be in accord with this governing body. It is evident that if he is to be truly responsible to the Board of Directors, his tenure must rest in their hands. It would be entirely undemocratic to chance the election by the members of a secretary not in sympathy with the Board of Directors. Resuming the central thought, we believe that democracy stands vindicated in the C. T. A. by the results attained. We shall stand shoulder to shoulder with Mr. Ferguson in resisting any encroachments upon the democratic principle.

The demands of the "insurgents," as voiced by Mr. Ferguson, are singularly modest. Examination will show that in most instances Mr. Ferguson demands the existing order. Let us consider the "demands" specifically.

1. The existing order—admirable.
2. Established by resolution at the Berkeley meeting. We believe, however, that the names reported by a representative nominating committee should be given precedence on the ballot. Otherwise, all nominations might as well be made from the floor, which will inevitably sacrifice geographic distribution. We know of no other organization or club using a nominating committee that does not give precedence to its report.

3. Admirable. The question of sex has nothing to do with ability. Educational service and fitness should determine the selections. No man should be appointed because he is a man; no woman because she is a woman.

4. Same as number three.

5. It was to secure this desirable end that a nominating committee was devised.

6. The existing order—admirable. The establishment of new machinery necessitated a slight delay at the Berkeley meeting. The election was staged at the earliest possible moment.

7. The existing order—excellent.

8. The existing order. We have no sergeant-at-arms to compel attendance.

9. As the assistant secretaries are paid for their time, it has seemed well to place upon them the work of elections. The secretary welcomes Mr. Ferguson's suggestion.

10. The statement of the fact of membership and the roster have been deemed sufficient. If there should be a question of illegal voting, verification would be easy. We believe that the word of a teacher may be trusted.

11. A Daniel came to judgment! Presidents of sections, please take notice. Last year the secretary urged in September a prompt sending in of the section programs. This coming year he intends to fire the opening gun in May.

12. The SIERRA EDUCATIONAL NEWS does not belong to the section that is now known as the California Teachers' Association. It belongs to the California Council of Education, representing the entire teaching body of California. A majority of our readers are not members of the C. T. A. and are not interested in the domestic affairs of that section. Financial reports have been submitted regularly to the Board of Directors. These reports are open for the inspection of any member of the C. T. A. However, the secretary of the C. T. A. will ask the Advisory Editorial Board of the NEWS for the privilege of presenting this last year's report.

Owing to the fact that the SIERRA EDUCATIONAL NEWS is owned by the California Council of Education, the editor was strongly inclined to refuse Mr. Ferguson's request that his letter be published. A domestic misunderstanding seldom interests our neighbors and certainly does not enhance their respect for us. In the hope, however, that certain general points in the administration of associations might be cleared up, the editor has ventured to publish Mr. Ferguson's letter and to make a few comments thereon. Still the incident may prove instructive in showing upon what slight grounds serious misconceptions may arise, and of the necessity of careful administration by those in educational authority.

**FINANCIAL STATEMENT**  
**CALIFORNIA COUNCIL OF EDUCATION**  
For the Year 1910

**RECEIPTS**

Membership subscriptions, C. T. A. ....	\$2,455.50
Membership subscriptions, S. C. T. A. ....	1,730.00
Membership subscriptions, N. C. T. A. ....	240.00
Membership subscriptions, C. C. T. A. ....	341.00
Advertising . . . . .	3,690.35
Subscriptions and Sales . . . . .	90.95
C. T. A. Contribution . . . . .	1,000.00

Total . . . . . \$9,547.80

**EXPENDITURES**

Printing and Mailing NEWS . . . . .	\$4,285.79
Covers and Cuts . . . . .	95.00
Wrappers . . . . .	115.50
Addressing Wrappers . . . . .	45.00
Stenographer's Wages . . . . .	199.75
Typewriter and office furniture . . . . .	126.15
Stationery and supplies . . . . .	50.15
Salary of Secretary . . . . .	2,850.00
Expenses of Secretary . . . . .	420.43
Postage and Telegraphing . . . . .	72.34
Expenses Members of Council . . . . .	608.15
Legal Services . . . . .	50.00
Sierra Educational News . . . . .	1.00
Miscellaneous . . . . .	54.20

Total . . . . . \$8,973.46

Balance on hand . . . . . \$ 574.34

**STATEMENT OF RESOURCES AND LIABILITIES**

**RESOURCES**

Cash on hand . . . . .	\$574.34
Outstanding Advertising . . . . .	621.65

Total . . . . . \$1,195.99

**LIABILITIES**

None . . . . .

Present Worth . . . . . \$1,195.99

Respectfully submitted,

L. E. ARMSTRONG,  
Secretary.

# SUPERINTENDENTS OF CALIFORNIA

## COUNTY SUPERINTENDENTS OF SCHOOLS

County	Name	Address
Alameda	Geo. W. Frick	Oakland
Alpine	Mrs. E. A. Grover	Markleeville
Amador	W. H. Greenhalgh	Jackson
Butte	Mrs. Minnie Abrams	Oroville
Calaveras	Frank Wells	San Andreas
Colusa	Mrs. F. M. Rhodes	Colusa
Contra Costa	W. H. Hanlon	Martinez
Del Norte	Jos. M. Hamilton	Crescent City
El Dorado	S. B. Wilson	Placerville
Fresno	E. W. Lindsay	Fresno
Glenn	S. M. Chaney	Willows
Humboldt	George Underwood	Eureka
Imperial	L. E. Cooley	El Centro
Inyo	Mrs. M. A. Clarke	Bishop
Kern	Robert L. Stockton	Bakersfield
Kings	Mrs. N. E. Davidson	Hanford
Lake	Hettie Irwin	Lakeport
Lassen	W. B. Philliber	Susanville
Los Angeles	Mark Keppel	Los Angeles
Madera	Craig Cunningham	Madera
Marin	James Davidson	San Rafael
Mariposa	Julia L. Jones	Mariposa
Mendocino	L. W. Babcock	Ukiah
Merced	Margaret Sheehy	Merced
Modoc	Mrs. Nettie B. Harris	Alturas
Mono	Cordelia E. Hayes	Bridgeport
Monterey	A. J. Hennessy	Salinas
Napa	Margaret M. Melvin	Napa
Nevada	R. J. Fitzgerald	Nevada City
Orange	R. P. Mitchell	Santa Ana
Placer	Preston W. Smith	Auburn
Plumas	Mrs. M. A. Hail	Quincy
Riverside	Raymond Cree	Riverside
Sacramento	Mrs. Minnie O'Neill	Sacramento
San Benito	W. J. Cagney	Hollister
San Bernardino	A. S. McPherron	San Bernardino
San Diego	Hugh J. Baldwin	San Diego
San Francisco	Alfred Roncovieri	San Francisco
San Joaquin	John W. Anderson	Stockton
San Luis Obispo	W. S. Wight	San Luis Obispo
San Mateo	Roy W. Cloud	Redwood City
Santa Barbara	Mamie V. Lehner	Santa Barbara
Santa Clara	D. T. Bateman	San Jose

County	Name	Address
Santa Cruz	Champ S. Price	Santa Cruz
Shasta	Lulu E. White	Redding
Sierra	Belle Alexander	Downieville
Siskiyou	Willis H. Parker	Yreka
Solano	D. H. White	Fairfield
Sonoma	Florence M. Barnes	Santa Rosa
Stanislaus	Florence Boggs	Modesto
Sutter	H. W. Heiken	Yuba City
Tehama	Delia D. Fish	Red Bluff
Trinity	Mrs. Minnie Aldrich	Weaverville
Tulare	J. E. Buckman	Visalia
Tuolumne	G. P. Morgan	Columbia
Ventura	Jas. E. Reynolds	Ventura
Yolo	Mrs. May Henshall	Woodland
Yuba	William P. Cramsie	Marysville

#### CITY SUPERINTENDENTS OF SCHOOLS

City	County	Name
Alameda	Alameda	Will C. Wood
Berkeley	Alameda	Frank F. Bunker
Bakersfield	Kern	D. W. Nelson
Chico	Butte	Chas. H. Camper
Eureka	Humboldt	D. L. Thornbury
Fresno	Fresno	C. L. McLane
Long Beach	Los Angeles	J. D. Graham
Los Angeles	Los Angeles	J. H. Francis
Marysville	Yuba	Wm. P. Cramsie
Oakland	Alameda	J. W. McClymonds
Palo Alto	Santa Clara	J. C. Templeton
Pasadena	Los Angeles	A. L. Hamilton
Pomona	Los Angeles	W. R. Murphy
Richmond	Contra Costa	W. T. Helms
Riverside	Riverside	A. N. Wheelock
Sacramento	Sacramento	O. W. Erlewine
Salinas	Monterey	L. E. Kilkenny
San Bernardino	San Bernardino	F. W. Conrad
San Buenaventura	Ventura	R. B. Haydock
San Diego	San Diego	Duncan MacKinnon
San Jose	Santa Clara	Alex. Sheriffs
San Rafael	Marin	A. B. Anderson
Santa Ana	Orange	J. A. Cranston
Santa Barbara	Santa Barbara	F. M. Fultz
Santa Cruz	Santa Cruz	J. W. Linscott
Santa Monica	Los Angeles	Horace M. Rebok
Santa Rosa	Sonoma	T. F. Brownscombe
Stockton	San Joaquin	James A. Barr



## Gleanings

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President George F. Bovard has just received for the University of Southern California of Los Angeles Andrew Carnegie's check for \$25,000, to be used as an addition to the University's regular endowment. This gift was conditioned on the raising of \$75,000 by the trustees and the complete liquidation of indebtedness. These conditions have been more than fully met. Mr. Carnegie's benefaction brings the productive resources of the U. S. C. to a half million dollars. It is learned that President Bovard and his Board of Trustees have now reached the determination to begin at once a vigorous campaign for an additional half million dollars for endowment.

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At a reception given to the Alumnae of the San Diego Normal School at the close of the San Diego County Teachers' Institute, steps were taken to supplement the Association of the graduates of the school, which has had its headquarters at Los Angeles, by the promotion of an organization to take in all the graduates of San Diego and vicinity. The following were elected as officers:

W. S. Wright, president; Mrs. Della Chase, vice-president, and Miss Guild, secretary. Graduates of the school who are interested in the organization and its work, and it is hoped that all will be so interested, are requested to send their names to W. F. Bliss, secretary of the faculty. It is the purpose of the organization to promote the interests of graduates as teachers.

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Supt. C. J. Walker held the Tulare county institute at Visalia, December 19-21, 1910. The lecturers were Dr. E. P. Cubberley, H. A. Adrian, Mrs. Edna Orr James, Dr. Raymond Russ and L. E. Armstrong. Supt. Walker's last talk to his teachers as county superintendent was a fine, manly presentation of his appreciation of the loyal co-operation of the teachers during his incumbency of eight years. We shall hope that Mr. Walker will continue in school work. We need him because of his fine qualities and ability.

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The committees on education of the present legislature are as follows: *Senate*: Strobridge, chairman; Black, Birdsall, Roseberry, Regan, Wright, Avey, Thompson, Estudillo, Larkins, Cartwright, Caminetti. *Assembly*: Wyllie, chairman; Chandler, McGowan, Benedict, Bohnett, Stuckenbruck, Williams, Coghlan, Lyon. The personnel of these committees is high. The members are men who have a genuine interest in school matters. The only feasible way of securing educational legislation is to convince the committees and have the bills reported favorably.

The regular quarterly banquet of the California Schoolmasters' Club was held at the Shattuck Hotel, Berkeley, on the evening of December 29th. Mr. A. C. Barker presided. The topic for the evening was, "Progress and Safe Ground in Industrial Education." The discussion was opened by Mr. R. J. Taussig, president of the Mechanics Institute, San Francisco, and by Prin. Geo. A. Merrill of the California School of Mechanical Arts.

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Supt. J. H. Francis was elected president of the Southern California Teachers' Association for the coming year. Supt. Mark Keppel was re-elected secretary. The following were chosen as members of the California Council of Education: A. N. Wheelock, J. A. Cranston, C. H. Covell, Hugh J. Baldwin, Arthur L. Hamilton, Miss Ednah A. Rich, Horace M. Rebox, H. H. McCutcheon, Duncan MacKinnon and Miss Ora Lovejoy.

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The Placer county institute was held at Auburn, December 19-22. The instructors were Edward Hyatt, E. Morris Cox, C. E. Rugh, Leroy Anderson, and Mrs. Mary Roberts Coolidge. The incoming superintendent, Mr. P. W. Smith, made a brief address to the teachers on Tuesday afternoon outlining his plans for the coming year and bespeaking the cordial assistance of the teachers. Prior to the election of Superintendent C. N. Shane eight years ago, Mr. Smith had filled the office for two terms. In Mr. Smith we have a schoolman who can "come back."

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Mr. John E. Cuddeback, vice-principal of the Franklin School, Berkeley, has been elected principal of the Mill Valley schools, vice Con A. Davis, dismissed.

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Supt. Frank F. Bunker recently addressed a committee appointed by the Stockton board of education to consider industrial training. The main point of the address and the subsequent discussion dealt with the formation of an intermediate school—seventh, eighth and ninth grades—as a means of securing a feasible beginning of industrial work.

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The Schoolmasters' Club of Southern California held its regular semi-annual banquet at the Billiken Club, Los Angeles, on the evening of December 22d. The speakers included Supt. Horace M. Rebox, Dr. Geo. F. James, Prof. Chas. A. Bennett, Hon. Lee C. Gates, Prof. Rufus C. Bentley, Supt. J. M. Greenwood and Supt. Jas. A. Barr. The motto of this strong, effective club is worth noting: "In Essentials, Unity; In Non-essentials, Liberty; In All Things, Charity."

# Machinery & Electrical Co.

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Say you saw it in the Sierra Educational News

Miss Agnes E. Howe of the San Jose Normal, was elected president of the California Teachers' Association by acclamation. The following were elected as representatives to the California Council of Education: Dr. Alexis F. Lange, Dr. M. E. Dailey, E. Morris Cox, Will C. Wood, Mrs. Clara M. Partridge, Dr. O. P. Jenkins, D. R. Jones, Alfred Roncovieri, J. W. Linscott and Jas. A. Barr.

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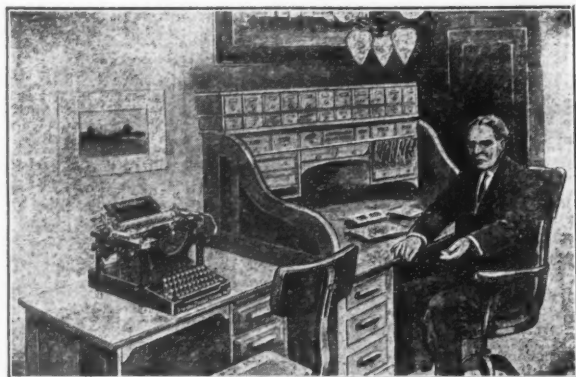
With its object the erection of an Allen Memorial Hall near the campus of the San Jose Normal School, the executive committee of the Alumni Association of the school have blocked out a scheme of activity for the ensuing year that well befits such an organization. The association with its possible membership of nearly five thousand is to start an Allen Memorial Fund, to be used for the erection of an Allen Hall, a dormitory for women students of the school. Plans for best means of forwarding the work were discussed at a meeting held in Berkeley, December 28th, at Hotel Shattuck. The meeting was a luncheon and about thirty members attended. Roy Thompson of San Jose, president of the Alumni Association, M. E. Dailey, president of State Normal of San Jose, Mary Carmichael of San Jose, Secretary-treasurer of the association, Henry Meade Bland, Anne M. Nicholson, and E. R. Snyder of the Normal Faculty, and Miss Violet Brown of Berkeley were the speakers. Much enthusiasm was given expression to and suggestions for the Alumni meeting in June were given. All graduates of San Jose Normal will rally to the support of such a plan and a great reunion will be held Commencement Week in June.

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Two changes have recently been made in the San Francisco board of education. Mayor McCarthy has appointed James E. Power to succeed Thos. R. Bannerman, term expired; and Hiram G. Vaughan to fill the unexpired term of Richard I. Whelan, resigned. The board now contains two directors appointed by Mayor Taylor—Henry Payot and Mrs. Mary W. Kincaid—and the two McCarthy appointees named above. Let us hope there will be no deadlocks.

---

A meeting of the Executive Committee of the California Council of Education was held at Berkeley on December 30, 1910. The principal purpose of the meeting was the furtherance of the three legislative measures approved by the teachers' associations of California at their recent meetings, viz.: the retirement salaries bill, the industrial education bill, and the better tenure bill. The president and secretary were instructed to go to Sacramento and take the necessary steps for the introduction of the bills.



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The Berkeley board of education has registered an objection to the number of university students taking one or more subjects in the high school to make up deficiencies in college entrance requirements. If the bill for a state high school at Berkeley to serve as a training school for university students preparing for high school teaching becomes a law, the problem will be adjusted.

---

The general committee on California organization for the San Francisco Convention of the National Education Association (July 8th to 14th, 1911) is as follows:

W. P. Pringle, chairman, 378 Russ Building, San Francisco; Felton Taylor, secretary, Merchants' Exchange Building, San Francisco; Gov. Hiram W. Johnson, Sacramento; Mayor P. H. McCarthy, San Francisco; Supt. Duncan MacKinnon, San Diego; Dr. Benjamin Ide Wheeler, Berkeley; Dr. David Starr Jordan, Stanford; Miss Agnes E. Howe, San Jose; Dr. Jessica Peixotto, Berkeley; Dr. M. E. Dailey, San Jose; Dr. Alexis F. Lange, Berkeley; Supt. J. W. Linscott, Santa Cruz; A. H. Chamberlain, Berkeley; Kirk Harris, president San Francisco Convention League; Supt. James A. Barr, city superintendent of schools, Stockton, chairman Committee on Publicity and Attendance; H. H. Sherwood, San Francisco, chairman Finance and Auditing Committee; Supt. Alfred Roncovieri, San Francisco, chairman Committee on Music; Mrs. E. L. Baldwin, San Francisco, chairman Committee on Hospitality; Paul T. Carroll, San Francisco, chairman Committee on Printing; F. H. Meyer, Berkeley, chairman Committee on Decorations and Badges; A. J. Cloud, San Francisco, chairman Committee on Hotels and Headquarters; Supt. Mark Keppel, Los Angeles, chairman Advance Membership Committee (south of Tehachapi); Supt. C. L. McLane, Fresno, chairman Advance Membership Committee (San Joaquin Valley); Miss Lulu E. White, Redding, chairman Advance Membership Committee (Sacramento Valley); Supt. J. W. McClymonds, Oakland, chairman Advance Membership Committee (Coast and Bay Counties); Richard D. Faulkner, San Francisco, chairman Committee on Halls; Supt. Edward Hyatt, Sacramento, chairman Committee on California Headquarters; Robert Newton Lynch, San Francisco, chairman Committee on Excursions; L. E. Armstrong, San Francisco, chairman Committee on Press; Supt. Will C. Wood, Alameda, chairman Committee on Exhibits.

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The annual banquet of the Federated School Women's Clubs of California was held at the Hotel Shattuck, Berkeley, December 27th. The speakers for the evening were: Miss Agnes E. Howe, Dr. Luella Clay Carson, Miss Ednah A. Rich, Miss Fannie McLean, Mrs. Eva Stone, Mrs. Elinor Carlisle and Mrs. Edna Orr James.



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Dr. James A. Blaisdell was inaugurated as president of Pomona College on January 21st. Addresses were given by President Edward D. Eaton of Beloit College, Wisconsin, and by President Harry A. Garfield of Williams College, Massachusetts. We extend our best wishes to President Blaisdell for a successful administration.

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At the regular monthly meeting of the San Francisco School Women's Club on December 12th, seven new members were admitted to membership. Mrs. M. L. O'Neal presided, and outlined a program for the year's work that promises much entertainment and profit. This club, which has now been in existence for over two years, combines social intercourse and profitable work at their monthly luncheon—a paper on some live topic being read at each meeting. On this occasion, the program included a paper on "Practical Hints for a Four Months' Tour of Europe," by one of the members who has just returned from abroad.

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Eber G. Browne, for the last three years teacher of biology in the Hahneman Medical College, in San Francisco, has been appointed teacher of French and Spanish in the Hanford high school,

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C. W. Baker, supervising-principal of the Hanford schools, has resigned to continue work at one of the eastern universities. His place has been filled by the election of C. J. Fenner, principal of the Lemoore high school. Miss Vesta Gray of the Hanford high has succeeded Mr. Fenner.

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Miss Mae F. Jorgensen of Los Gatos writes to the secretary of the California Teachers' Association, enclosing one dollar: "I count it not a professional obligation, but an opportunity to be a member of the California Teachers' Association." That's the spirit!

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Prescott F. Jernegan has been elected teacher of Latin and Greek in the San Jose high school.

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Supt. Champ S. Price called the Santa Cruz County Institute for December 21st-23d. The instructors from outside the county, were Edward Hyatt, J. W. McClymonds, Frank F. Bunker, W. G. Hartmanft, James E. Addicott, Rev. Loyal L. Wirt and Mrs. Edna Orr James. As may be inferred, there was something doing every minute of the three days.

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